

Cloudside Academy
MTP Year 4 Spring 1 2019-20



Resources Base10, number lines, multiplication squares, place value sliders, physical objects.	Mastery: (where to find some resources) <ul style="list-style-type: none"> • Teaching for Mastery • White Rose • Mastery maths stickers • Nrich (curriculum mapping) 	Links to prior learning/ objectives <ul style="list-style-type: none"> ~ Place value of ones, tens, hundreds and thousands. ~ focussed on multiplication facts for 2,5,10,3,4 and 8. ~ Strategies for multiplication and division. ~ Understanding of area and multiplication facts to support them with calculating the area. ~ Understanding of estimation and inverse. ~ Ability to check the accuracy of calculations. ~ They will have experienced different units of measure, but they will have represented them separately with no decimal notation. 	
Dates	Objectives	Vocabulary	Barriers to ARE (misconceptions)
Wk1- 6.1.20	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	Multiply, multiplication, formal written method, place value, three digits, two digits, place value	Children may struggle with their place value understanding which will make the formal written method difficult. Children may not have a strong understanding of multiplication facts.
Wk2- 13.1.20	Find the area of rectilinear shapes by counting squares.	Area, rectilinear, multiplication facts, multiply, algebra.	Children may not understand the properties of rectilinear shapes. Children may confuse area with perimeter. Children may miscount the squares or miscalculate when multiplying.
Wk3- 20.1.20	Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Multiplying, dividing, division, multiply, adding, addition, scaling, correspondence, distributive law, doubling, halving.	Children may struggle to see the relationship between multiplication and addition. Children may struggle to hold more than one piece of information at a time when using the distributive law. Children may not have a secure understanding of the 4 operations and the relationships between them, so they struggle to find missing numbers. Children may not have a strong recall of multiplication facts, so they will struggle to scale. Children may lack problem solving strategies such as trial and error or working systematically to find all possibilities with

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			correspondence problems.
Wk4- 27.1.20	Estimate and use inverse operations to check answers to a calculation	Estimation, inverse, approximate, check, accuracy,	Children may struggle to use what they know- such as rounding- to estimate answers. Children may struggle to estimate rather than accurately calculate. Children may not recognise the relationship between the numbers within an addition and subtraction/ multiplication and division calculations.
Wk5- 3.2.20	Convert between different units of measure [for example, kilometre to metre; hour to minute]	Units, measure, convert, conversion, kilometre, metre, hour, minute, second, place value, multiplying, dividing,	Children may mix up the relationships between the different units of measure. Children may struggle to apply their understanding of place value when dividing and multiplying by 10,100 and 1000. Children may struggle with the placement of the decimal place.
Wk6- 10.2.20	Assessments? Use this week as an opportunity to fill any gaps.		